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**EXPLORING LEADERSHIP
COMPETENCIES AMONGST
SENIOR MANAGEMENT PERSONNEL
IN THE SCHOOLS UNDER
PHOENIX AND CITY OF DURBAN
DISTRICTS**

by

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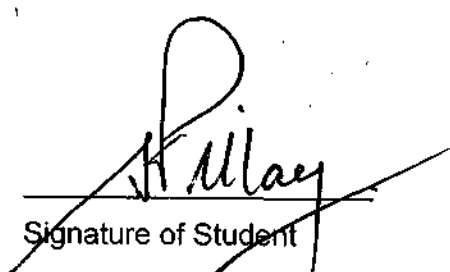
DECLARATION

Reference declaration in respect of a Research Proposal.

I,
KANAGAMAL PILLAY

do hereby declare that in respect of the following research proposal:

1. as far as I know and can ascertain:
 - a) no other similar research proposal exists;
 - b) the only similar dissertation(s) that exist(s) is/are referenced in my dissertation.
2. all references as detailed in the proposal are complete in terms of all personal communications engaged in and published works consulted.


Signature of Student

2003/04/10
Date

DEDICATION

I dedicate this research to :

My parents :

Soobramoney and Sindamonie Pillay
for providing support, motivation and
enthusiasm during my achievements

and

My family :

my supportive husband, **Dorsamy**
for moral and spiritual support and
for taking excellent care of my two sons
Rishanth and Shaylen, during my studies.
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who were extremely patient and provided
a source of inspiration

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for me to complete this research.

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ABSTRACT

During the past few decades the role and functions of the principal have undergone a radical change. Traditionally, the principal was merely the head of the school and her/his role and functions at the school were to implement policies set out by the education authorities. The principal was required to have professional training and experience to manage the school. The traditional view was that a competent educator with a certain number of years of experience, and the right personality, was well equipped for the task and the demands of principalship. This makes the assumption that the ability needed by an educational leader to perform certain administrative and managerial tasks could be developed through experience.

The present study attempted to interrogate this assumption. It was hypothesized that there is a need for induction programmes and professional development programmes for newly promoted management personnel. This research was undertaken to determine the degree of managerial competence amongst principals and other senior management personnel in primary and secondary schools. The quantitative method of research was adopted. Based on the assumption that there was a serious lack of leadership competencies among senior management teams at schools and there was a need to address this problem, a questionnaire was drawn to obtain responses from both senior management teams and educators at six South African public schools, and to compare the responses of both groups to the same questions.

Results of the present investigation reveal that the underlying problem of the lack of leadership competencies amongst senior management personnel lies in the fact that they have not been properly inducted into their roles as well as the lack of professional development courses.

Findings from the present research emphasize the increasing importance for management training of the educational leader. This should comprise two aspects, viz., basic management training (the academic-professional component) followed by a management development programme (in-service

training). Managers should be given courses in, inter alia, school management, curriculum and programme development, school law, supervision of instruction, human relations, school finance and budgeting, personnel administration, leadership, community relations, internship and field experience, child and adolescence development, psychology of learning, counselling and guidance theory and practice.

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CHAPTER 1

SETTING THE FOCUS

1.1 INTRODUCTION

Increasingly, professional development is being recognized as crucial not only to the individual but also to the promotion of effective and efficient organizations. Educational management is a diverse and complex range of activities calling on the exercise of considerable knowledge, skill and judgement by individuals, but its successful implication is dependent on the culture of particular organizational setting.

This study considers how the development programmes like reskilling gained through professional development and in-service training can be implemented by educational managers to make schools more effective and efficient. One of the crucial tasks for educational managers is to provide similar skills development to all educators at school after they have acquired such skills.

There is an assumption that institutions like schools precede human resource. This means staff need to fit in strict and well established structures sometimes at the expense of their interests and needs. This study assumes that individual and organizational development are not separate and discrete but also co-exist in a mutually supportive relationship.

1.2 THE ROLE OF PRINCIPALS IN EDUCATIONAL MANAGEMENT

During the past few decades the role and functions of the principal have undergone a radical change. Traditionally the principal was merely the head of the school and the role and functions of the school were to implement policies set out by the education authorities.

To play his/her role, the principal was required to have professional training and experience to manage the school. The traditional view was that a competent educator with a certain number of years of experience, and the right personality, was well equipped for the task and the demands of principalship. This makes the assumption that the ability needed by an educational leader to perform certain administrative and managerial tasks could be developed through experience.

As a result of the increasing complexity of the school as an organization, the principal is subjected to changing demands especially in respect of her/his management tasks. Inevitably, managerial training is now expected in addition to educational training. Whereas the principal's task used to be focused mainly on teaching, it has now changed to a more management-directed task.

The evolutionary expansion of the educational leader's task has not yet been completed, as problems pertaining to manpower, utilization of time and administration, finances, cosmopolitan or religious and cultural differentiation, etc, are still experienced. These factors create further challenges to the task of the principal. Account will have to be taken in future of the demands made by the rapid changes of the time, increasing stress and the expansion of objectives. Task areas extending far beyond the conventional teaching situation and the tasks mentioned above will also require knowledge of management.

- There is an urgent necessity for principals to receive both academic and professional training in educational management. Educational training institutions should train educators to teach and also train and prepare potential school leaders for the demands of promotion positions.

The effective functioning of a school greatly depends on the professional conduct of the school principal and the leadership and management roles she/he fulfils.

If the private sector expects entrepreneurship of their managers, the teaching profession is equally entitled to expect principals to have entrepreneurship.

In the light of these facts it is becoming increasingly important to expect some sort of academic-professional management qualification from a school principal in a promotion post in education. If an educator is expected to be academically and professionally equipped before he can teach, the same requirements should be set for promotion positions (at least in respect of the post of principal).

The attainment of a qualification in educational management does not guarantee that a person possesses managerial abilities, only that he has the management knowledge.

Traditionally principals were chosen on the basis of previous experience, interviews, inspection reports, testimonials and particularly their teaching achievements in a certain school subject. Information concerning a person's management capabilities and/or potential plays a very small role, if any at all, when appointments were made. The shortcomings in the traditional methods of selection are that former achievements alone were taken into account, and that information regarding real or expected management potential was disregarded, whether such information is available or not.

The management training of the educational leader should comprise two aspects, namely, basic management training (the academic-professional component) followed by a management development programme (in-service training).

1.3 THE MEANING OF LEADERSHIP

Definitions of leadership are as numerous as the researchers engaged in its study. However, one common element, implicit or explicit, is that

leadership is concerned with the implementation of those policies and decisions which assist in directing the activities of an organization towards its specified goals. Thus, leadership is the process of influencing the activities and behaviour of an individual or a group in efforts towards goal achievement in a given situation. The nature of leadership is largely determined by the nature of the followers and that of the society or situation in which the leader is operating. Musaaazi (1991:56-57) also outlines the leaders relationship with groups and the characteristics required to handle the group effectively.

1.3.1 The leaders and the group

The nature of the group, i.e., the followers to a large extent, determines the kind of leadership that will be practiced by the leader. A group of followers has, so to speak, a personality and dimensions to measure its characteristics.

Other characteristics that deserve mentioning are flexibility, stability, polarization, intimacy and control. Flexibility means the degree to which the group has established rules, regulations and procedures. These established rules and traditions actually form part of the culture of the school. They help the school as a community to function as an organized group. If the principal is to be successful in his administrative and leadership roles, he needs to know the implications of such rules, regulations and procedures.

1.3.2 The characteristics of leaders

Through studies and observation some people have come to conclude that leaders are people with certain characteristics that especially fit them for their leadership roles. Whether in a school, in the army, in politics or in a community, leaders are expected to exhibit specific qualities which mark them out from other people. Leaders are people who have a worthwhile task to do and who have the ability to get others

to co-operate with them in doing it. They are people with a purpose and a vision of possible accomplishments that give them the inspiration necessary for real success. Leaders are not drifters, going along without seeing where they are going; rather they must appear confident and act as if it were impossible to fail. Faint leaders cannot win devoted followers. Real leadership requires the leader to be wholly committed to a single purpose. A leader must be friendly too, because friendliness is essential to good leadership.

A leader can be described as one who knows the way, shows the way and goes the way. Therefore to be a good leader one must learn to be a good follower (Harling, 1984:39).

The true leader does not drive his followers but gains their goodwill and loyalty by helping, motivating and guiding them. Thus, in whatever position one is called upon to lead, one thing is certain, and that is that there must be people to be led, and this involves a two-way communication system. Hence, leadership is an interactive process between the leader and the members of the group. The type of interaction between them is responsible for the success or failure of the organization.

Thus, in any organization, there must be a force to direct its resources towards organizational goals and standards. In a school, there must be a force to guide the activities of staff and students towards achievement of the school's stated objectives. Hence, leadership provides that force.

1.4 REQUIREMENTS FOR PRINCIPALS TO LEAD SCHOOLS

A school is a community where adults, youth and children work together to achieve educational goals. Both the school principal and the staff need to work as a team striving for the growth and development of their students. This unity in action can then serve as an example to the students of the spirit of co-operation needed to carry out common tasks.

The major tasks of school principals, according to Thembela and Walters. (1987:47-48) are:

- to interpret and implement departmental and school policies
- to carry out the curriculum programmes
- to look after the students' welfare
- to take care of finances, equipment and facilities
- to improve new educators to the ways of the school
- to encourage and assist educators to improve their training
- to maintain effective school-community relations
- to assign duties to the staff and promote their welfare
- to exercise supervision over all school activities.

Kimbrough (1990: 4-5) states that the best way to summarize the functions of school principals is to consider the task areas of their responsibilities. Principals are therefore responsible for:

- instruction and curriculum
- the student body
- community and school relations
- staff personnel
- the organization and structure of the school
- school facilities

To clarify, principals are accountable for the entire operation of the school. Since their tasks are so multitudinous, particularly in a large school, principals must delegate authority for the performance of these tasks.

It is also important that school principals should be accountable for the development of cooperative support among the environmental systems with which the school interacts. For example, in addition to encouraging teamwork within the school, principals must look beyond the four walls of the school for the support of the district office staff to develop good

school and community relations. The question arises: are managers equipped enough when they are promoted to handle any situation at school?

1.5 STATEMENT OF THE PROBLEM

When one looks at the background of educational leaders in South African schools, one finds that the majority of them have been trained as “educators” and not as “managers”. Time and again one finds that when things go wrong in an organization it is because the person at the top is not skilled in dealing with the problems or the people within the organization. The reason for this is not difficult to find. Promotion to a management position in school goes either to the person who has a long service record or has been promoted through nepotism. And this is not a guarantee that the person promoted would make an effective or efficient manager. Gounden (2000:113) outlines his findings on nepotism and personal preferences in the selection process for promotion to senior management positions. “In an interview with five selectors of the School Selection Committee, it was indicated that they had some interest in the candidates. The views and opinions as expressed by them, highlighted the weaknesses of the selection process ...”

Training colleges give so little attention to the whole question of managing people. Further, the Department of Education has not embarked on induction programmes to “ease” promoted personnel into their positions. This results in a multitude of problems for personnel in leadership positions.

1.6 CRITICAL QUESTIONS

This study answers two main critical questions, namely:

Is educational management training an essential and indispensable part of a manager’s task of:

- * achieving objectives;
- * decision-making;
- * co-ordinating; and
- * guiding or leading the organization?

Are the following pre-requisites of an educational manager necessary for the appointment to the relevant post?

- * dedication and dependability;
- * self-control under pressure;
- * ability to stay on course;
- * problem-solving skills;
- * leadership potential;
- * energy and good health;
- * ability to get on with people;
- * job know-how and technical competence;
- * responsibility and accountability;
- * teachability;
- * positive attitude;
- * the ability to link goals and effort;
- * management of physical, financial and human resources.

Finding suitable answers to these questions, through an examination of views, perceptions and experiences would conscientise future School Selection Committees about the required skills and competencies required of personnel to senior management positions.

1.7 RATIONALE: FACTORS LEADING TO THE RESEARCH

In discussions with the District Manager, Superintendents of Education (Management), principals, educators and learners in Phoenix, it was realized that some of the 94 schools have managers who are not considered "effective enough" to run their schools. This has been verbally qualified by the above personnel commenting on managers' lack of self-control under pressure, their poor problem-solving skills, lack

of leadership potential, poor management of physical, financial and human resources, etc.

Being in an educational institution for 18 years, it was realized that some principals at schools fail to display or possess what one refers to as “survival” qualities: the ability to be flexible, that is, awareness of the need to adapt to change, to have the vision to allow the school to achieve its objectives, to have the ability to link goals and efforts and the ability to have self-control under pressure. It was presumed that some principals find it very difficult to take on the “tough” side of their jobs – disciplining staff, setting limits, having to think on one’s feet and to respond quickly to a myriad of complex and subtle situations.

Such contentious issues such as the lack of leadership qualities and competencies were investigated by my research. The researcher believes that if the “captain of the ship” who in the school situation is the principal, is unable to steer his ship towards the goals and aspirations collectively decided upon by all staff members, then without a shadow of doubt, proper selection and appointment of the candidate with leadership competencies for the promotion position have been overlooked.

1.7.1 Continuing problems facing School Management

Some school principals, who are newly appointed as well as experienced ones, fail to cope with demanding situations and/or workloads. Some of these problems include:

- (a) lack of time to complete all administrative tasks required by departmental officials, as well as deal with discipline problems of learners (punctuality, abscondment, drugs, poor performance), conflict among staff members, and teach as well – all on a daily basis;

- (b) inability to obtain funds from payment of school fees, the department cutting down on subsidies to the school and achieving far less in fund-raising than expected. These funds are generally used to maintain and upgrade facilities such as cleaning of school property, water and electricity, telephones, computer and other technological aids and resources, sporting facilities, educational resources, etc.;
- (c) apathetic or irresponsible parents who will not assist in disciplining their children or pursuing the reasons for poor performance;
- (d) new state guidelines and requirements that cause much stress, for example, the Post Provisioning Norms that often change, resulting in the Rationalization and Redeployment process, Implementation of the Common Task Assessments for Grade 9's, etc.;
- (e) inability to provide educators time for professional development;
- (f) insufficient space and physical facilities. For example, the school may be oversubscribed and not be able to accommodate more learners, there may not be enough space for sporting activities, the school may not have the latest technological resources, etc.
- (g) resistance to change by staff about new management, about management changing some issues at school that had become the norm, for example, opening and closing times, extra hours for extra-curricular activities with no remuneration, etc.; and
- (h) Ineffective communications between administrative levels, for example, where regional offices receive urgent communication from the Provincial Head Office or National Head Office and this is not conveyed before the deadline to district offices and schools miss the deadline for important returns.

1.8 SIGNIFICANCE OF THE STUDY

The findings of the study would be useful to:

- Personnel vying for leadership/management positions who will understand the importance of having skills and training before accepting a position of leadership;

- The Education Department who will make an informed decision on the essential and necessary requirements of knowledge and skills-based orientation for leadership positions.

1.8.1 Functions and responsibilities of the School Principal

Traditionally, principals have been regarded as managers of their schools. They manage the human, physical and financial resources of the school. But they also carry the title of head educators: leaders of academic programmes in their schools. As head educators they are expected to give instructional guidance and to provide support when educators and learners themselves experience stress within the educational context.

The researcher would like to argue, therefore, that principals should understand the requirements, needs and demands of all other stakeholders at school. Understanding would come with some form of training. This training has been severely neglected by senior management of the national and provincial education departments.

1.9 METHODOLOGY USED IN THE STUDY

The methodological course using one level of data collection was adopted. This involved a questionnaire of twenty questions, which was sent to six schools in the Phoenix and City of Durban districts. The focus at this level was to obtain data on leadership competencies amongst senior management personnel at schools. This revealed specific responses of general views, experiences, as well as perceptions of educators and senior management on the leadership competencies of the senior management personnel at each of the six schools.

This quantitative method of data collection was assumed to be one of the most reliable and honest ways of accumulating data. This is so since educators and senior management personnel only required ten minutes each to respond without having to identify themselves, hence they did not feel intimidated or coerced into responding honestly.

The questionnaire elicited sufficient data to answer the critical questions posed at the beginning of this research study.

“High Achieving Schools” and “Poorly Performing Schools” are each year identified by way of analysis by the Examination Component of each region and province. Once the Senior Certificate Results are announced at the end of each year, the National Department of Education announces the Top 100 schools in South Africa. This analysis is also done regionally within the provinces. The District Office in Phoenix receives a breakdown of all its schools, reflecting the percentage pass rates.

The present research will provide detailed arguments and case studies of 3 high schools and 3 primary schools in the Phoenix and City of Durban Districts. The focus will be on “poorly performing” schools as opposed to “high-flying schools,” which are identified by District Managers, the role of management teams and their contribution to the successes and weaknesses in each of the schools. The questionnaires were distributed to 2 senior management personnel comprising the principal and one head of department and 3 educators in each school, yielding a total of 30 responses.

1.10 OUTLINE OF THE RESEARCH

This chapter outlines the principal’s and senior management’s role in educational management, what leadership entails, the broad problems related to ineffective leadership and the aims, objectives and methodology of this research.

The focus in Chapter 2 will be on leadership competencies that are required by all senior management personnel, with an emphasis on training and professional development, through a review of related literature. Specific attention will be drawn to the role of the principal and the need for guidelines to assist him/her will be explored.

Chapter 3 will deal with the methodology of this research, viz., exploring leadership competencies in management positions in South African public schools. Issues to be researched will be outlined including the target population, sampling and the design and choice of the instrument.

The main findings of the research, data analysis and a critical analysis of the results are presented in Chapter 4.

In Chapter 5, guidelines that may assist principals in managing their schools more effectively and efficiently will be discussed. It will also focus on the researcher's conclusions and recommendations for further research.

1.11 CONCLUSION

The researcher believes that the underlying problem of the lack of leadership competencies amongst senior management personnel lies in the fact that they have not been properly inducted into their roles, as well as the lack of professional development courses which should include school management, curriculum and programme development, school law, supervision of instruction, human relations, school finance and budgeting, personnel administration, leadership, community relations, internship and field experience, child and adolescence development, psychology of learning, counselling and guidance theory and practice. Hence, the absolute need for induction programmes and professional development programmes for newly promoted personnel.

CHAPTER 2

LEADERSHIP COMPETENCIES: SCANNING RELATED LITERATURE

2.1 INTRODUCTION

In South African schools, principals are promoted from the teaching profession. They are drawn from the ranks of classroom educators without any management training or experience for the new position.

It is left to the individual to “actualize” himself, to realize his full potential. “Actualize” refers to the directional trend, which is evident in all organic and human life – the urge to expand, extend, develop, mature and manage all eventualities in his/her position as head of the institution.

2.2 LEADERSHIP COMPETENCIES REQUIRED BY SENIOR MANAGEMENT

Whitaker (cited by Kydd et al. 1997:15-19) contend that management and leadership capability can be considered in relation to three distinct but interrelated areas of intelligence, namely, professional intelligence, personal intelligence and managerial intelligence.

- ✧ Professional Intelligence is the type of intelligence acquired and developed through professional training and experience. It generates qualities, skills and knowledge of a specialist and technical nature, specific to particular occupations and professions. This type of intelligence is often the key focus in job related training within organizations.

Personal Intelligence is an intelligence acquired and developed through the process of socialization. It generates personal qualities, skills and knowledge that enable one to develop and sustain relationships. It

determines the capacity to get on well with other people in both professional and social settings.

Until fairly recently personal intelligence rarely featured in the formal educational process although it is constantly referred to by adults in the socializing of the young. Although it is crucially important in management it has rarely been the subject of training and development. It is often our relationships with others that cause our most difficult and emotionally painful moments. It is not surprising then, that the additional pressures that work involves, can increase the challenge and stress in our own relationships. Success in the management role requires us not only to be aware of this but also to improve our own qualities, skills and knowledge in order to manage our relationships effectively and sensitively.

✓ Managerial Intelligence is an intelligence needed to work with and through other people. The following classification of managerial abilities provides a useful starting point for consideration:

Creating

- having good ideas
- finding original solutions to common problems
- anticipating the consequences of decisions and actions
- employing lateral thinking
- using imagination and intuition

Planning

- relating present to future needs
- recognizing what is important and what is merely urgent
- anticipating future trends
- analyzing

Organizing

- making fair demands
- making rapid decisions

- being in front when it counts
- staying calm when the going is difficult
- recognizing when the job is done

Communicating

- understanding
- listening
- explaining
- communicating in writing
- getting others to talk
- employing tact
- tolerating others' mistakes
- giving thanks and encouragement
- keeping everyone informed
- using information technology

Motivating

- inspiring others
- providing realistic challenges
- helping others to set goals and targets
- helping others to value their own contributions and achievements

Evaluating

- comparing outcomes with intentions
- appraising and evaluating one-self
- evaluating the work of others
- taking corrective action where necessary

One of the ways of creating an enhanced view of human potential in the management of change is to proceed on the basis of a wider view of personal aptitude and capability. An integrated, holistic and systemic view of intelligence helps to change the concept of management from

one of channeling limited capability to one of realizing and empowering unlimited potential.

Principals are required to be credited with extensions of normal abilities as well as having extraordinary powers. This is what Whitaker earlier alluded to which implies that principals have a superior personality which towers above everything else. Principals are expected to be friendly, enthusiastic, forceful, persistent, self-confident, intelligent and charismatic. But principalship is not solely an attribute of personality; it is also related to interpersonal relations and group operations. Neither the principal nor any school educator will be able to work in isolation. Each depends on the other for objectives to be achieved in the school.

2.3 THE ROLE OF THE PRINCIPAL IN MOTIVATION

Attention to motivational factors is an important starting point for the selection of appropriate management styles. This process involves a sensitive understanding of staff needs and aspirations. These are likely to be complex and somewhat difficult to define explicitly. Each person involved in a work team or section is also likely to have a different pattern of needs and aspirations. Among the needs likely to be present in almost any group is the need to be:

- supported
- heard
- noticed
- encouraged
- trusted
- appreciated and valued
- informed
- helped to clarify ideas
- helped to develop skills and abilities
- challenged and extended

When the culture of the organization satisfies these particular needs people tend to work harder, with greater commitment and with a more purposeful sense of direction. Leadership can be said to be effective when staff consistently experience these motivational factors. Creating the culture which satisfies these needs is vital to the success of an organization and the quality of service it provides.

I believe that the improved morale of educators and their dedication to their vocation depends on the role of senior management in a school. Senior management can inspire educators to maintain high morale by "being enthusiastic and highly motivated" themselves (Adair, 1996:190). Senior management can create an atmosphere in which individuals and groups of educators may be given "a sense of purpose and confidence". By supporting, inspiring and motivating individuals and groups, senior management will be able to provide situations where morale and attitudes are improved. Senior management should divert the energy of educators and imbue them with thoughts and actions that encourage productivity.

To develop successful educational institutions, a leader with a clear vision is required. His tasks could include giving pastoral support to and mentoring staff to raise the level of professional development and introducing individual and group accountability and responsibility.

Managers are in the business of helping to satisfy needs and this demands a sensitive attention to the thoughts and feelings of the staff involved. Effective managers are those who have a capacity to sense a pattern of needs in those they work with and to adapt their working style accordingly. Motivation is a key consideration in management and it is useful to be aware of three components: the need to be satisfied, the aspirations to be achieved, self-esteem.

In managing, treating all people the same is a recipe for difficulty and disappointment. The guiding principle should be to treat people

appropriately according to their perceived needs and aspirations and with a sensitivity to their self-esteem. This involves a careful combining of the professional, personal and managerial skills discussed earlier.

2.4 THE ROLE OF THE PRINCIPAL IN STAFF DEVELOPMENT

Unprecedented changes within society and schools mean that all school personnel should undertake training throughout their professional lives. Senior management as well as educators need to keep abreast of development in their subject areas and new teaching techniques. The researcher perceives the following as the benefits that the school gains from staff development:

- a more professionally competent staff; and
- greater contribution by staff to overall development of the school.

Educators feel more competent and confident in their work, thus gaining job satisfaction.

If the school has competent and confident staff, such staff will find the implementation of tasks as challenging. They will work together with the principal in improving the academic programme of the school. Curriculum development initiatives, to be effectively and successfully implemented and to fully benefit learners, require a planned coherent approach to long and short-term development opportunities. Courses are needed to acquaint staff with background, methods and objectives of new developments, while continuing development opportunities should be offered in order to extend the knowledge of staff who have been in their posts for some time.

The duties of a principal as an instructional leader include educator empowerment. This entails keeping educators informed about curriculum innovations. In this role the principal is seen as a facilitator and an educational leader, who empowers educators in such a way that

they will make a contribution to preparing learners more effectively for society within which they will have to live. The implications of this statement are that principals have a duty to oversee and encourage staff development so that educators become effective.

Nixon (1995:221) sees the role of the principal as that of building common understandings and shared purposes: to construct a community of learning. He feels that the curriculum needs to be managed if it is to add up to a set of learning experiences that are meaningful and coherent for the student. The implication of this statement is that the principal has an important role to play in managing the curriculum and learning programme in his/her school.

The principal, as a head educator, is seen as having a pivotal responsibility for the implementation of educational policy management of school property, that is, resources. He/she is seen as a curriculum leader of his/her school. The impact of this leadership on educators varies from person to person. Those who are more involved with what is happening in the classroom are more influential. They are of greater assistance to the educators with regards to their teaching (Ross 1990:219-221). The implication of these observations is that managing curriculum change and implementation is an important task for the principal. The principal is expected to head the academic programme of the school by knowing what is happening in the classroom, that is, what and how are learners taught, and assisting educators in any possible manner.

Jones (1990:30) sees principals as initiators and supporters of innovation, imparting their ideas on professional development to educators to secure their participation and support. This view is derived from the assumption that individuals promoted as principals are professionally competent since they have been educators themselves. Principals are supposed to understand the curriculum through training

and experience as educators. They are expected to support new curriculum innovations in their schools.

The views stated above are those of writers from developed countries which have well-trained educators and principals, with sufficient resources to ensure that schools are functioning effectively. These principals are able to conduct effective staff development because of the material and intellectual resources at their disposal.

The schools researched in the study were urban and rural schools with both qualified and under-qualified principals and educators. These schools also had limited resources to meet the demands of an ever-evolving education system.

Seyfarth (1996:74) sees some of the responsibilities of principals as staff supervision, appraisal and development. McNeil (1996:64) feels that staff development is the central focus in successful curriculum implementation and this is seen as part of curriculum planning, with the principal as an instructional leader, to encourage educators to take responsibility for professional growth.

2.5 THE ROLE OF SENIOR MANAGEMENT IN IMPROVING STAFF MORALE

To be an effective learning institution, a school requires strong management which should be concerned with decision-making, delegation, staff development, promoting of good educator and learner relationships, maintaining discipline as well as the efficient use of resources. A lack of training of both principals and the senior staff members of schools has often led to poor management and a breakdown of discipline. A healthy school culture is achieved when senior management's attention is directed at improving the morale and motivation of educators. "Spending more time with the dissatisfied educator rather than the satisfied educator can do this" (Holmes,

1997:69). Retraining of educators is important and when neglected by senior management, frustration and incompetence grow. Also, an absence of management techniques suited to new circumstances, will result in internal disruption that is both demoralizing and damaging to the performance and productivity of staff (Genck, 1983:4).

According to Simjee (2002:15), senior management can adopt different leadership styles. Successful schools have introduced new, practical and updated management concepts and techniques. Learner results and staff morale have improved as a result of leaders using a combination of various styles of leadership.

The bureaucratic approach of leadership includes a hierarchy of authority, disciplined compliance and co-ordination at the expense of communication. Frequently, we find educators who are reluctant to communicate for fear of erring or appearing inadequate and so educators tend to communicate only what is necessary and concentrate on those aspects that create a positive image (Hoy and Miskel, 1982:84). Because of their position, principals, whether authoritarian or bureaucratic, try to control educators. Conflicts often occur because principals expect educators to conform to whatever they prescribe. Personality clashes occur and educators experience tension and stress (Hoy and Miskel, 1982:70). It should be noted that stress and tension are symptoms of educator demoralization.

Nomothetic managers follow rules according to the book (Hoy and Miskel, 1982:71). Nomothetic managers refer to those who will not compromise since they follow rules and policies strictly from the Education Department's handbook. The ideographic leader generally focuses on the individual rather than the needs of the institution. These managers allow educators to work things out for themselves. Although the institution has rules and regulations, the individual's needs are satisfied at the expense of the organization. Should conflict arise between management and educators the institution will not perform

effectively and efficiently. While the idiographic manager is concerned only with his personal needs, the nomothetic manager concentrates on bureaucratic needs. The findings of Fleishman, Harris and Burtts (1955) show a positive relationship between considerate foremen and the morale of subordinates (Vroom, 1964:110). It may be concluded that leadership styles influence educator efficiency and so affect morale.

The traditional authoritarian style of leadership, which was accepted in the past and suited an earlier era, has not been replaced in most schools. Continued application of old management methods "is causing school performances to decline by demoralizing educators and administrators, eroding test scores and reducing public confidence" (Genck, 1983:v). Today, a good leadership style in schools should include a mixture of management concepts and techniques.

2.6 THE NATURE OF EXPERTISE IN SCHOOL MANAGEMENT

Kydd et al. (1997:98) citing Michael Eraut argues that significant debates about the nature of expertise in management and the nature of expertise in teaching have been conducted quite separately over the last two decades, yet they have been addressing many common issues. For example, what are the respective roles in developing expertise of attending courses and learning on-the-job? What, if any, is the role of theoretical knowledge? What part does tacit and personal knowledge play? Less well articulated has been a common ambiguity of purpose: has training been directed towards ensuring competence or promoting excellence? If these debates have sometimes been pursued with limited evidence and analysis, they have at least acknowledged the existence of expertise in teaching and in management.

Until quite recently, the expertise of a secondary school educator was defined in terms of their knowledge of their subject. Teaching itself was not a professional activity but something one learned how to do rather like driving a car. Assuming the role of a school educator was a natural

process for a person of good character. Subject knowledge and character were also important in the appointment of principals, together with a talent for self-presentation and public relations, and perceived leadership qualities. There was little attempt to discern or develop what today we might call management expertise. As teaching and management became more demanding in a less ordered, more rapidly changing society, the importance of good educators and good managers became more widely acknowledged; but without much agreement on precisely what constituted a good educator or a good manager.

Bennet (cited by Kydd et al. 1997:60) begs the question: How do we improve our performance at work? Since the mid-1980s vocational training has moved away from an academic or college base towards a stronger focus on practice which makes more of the skills and abilities of expert practitioners. Often this has involved moving the physical location of training into the workplace.

2.7 WHAT DOES 'MANAGEMENT' MEAN?

"Management" means to reconcile the diverse interests of people involved in the education of students: distributing limited funds, allocating time and staff resources, and sorting out problems which individuals may not be able to handle, such as major disciplinary issues or health and safety concerns. Balancing all these pressures, setting direction, and ensuring that everything is going well is management's responsibility. This is because most education takes place within organizations, which have to acquire resources and deploy them in order to achieve results.

Management is therefore, in principle, a rational activity in that it is concerned with finding the most effective and efficient ways possible of deploying resources in order to achieve the purposes of the organization. However, what represents the best way to manage is

itself problematic, for it depends on what assumptions underlie the manager's view of how human beings behave, and what they ought to do and why.

Mintzberg (1990:78) argues that management is typically about coping with crises, and keeping the ship afloat amidst constantly threatening seas.

In Mintzberg's view, managers' responsibility for their units or sub-units within an organization gives them the authority to take decisions and set the direction of work, but they gain the ability and knowledge to do this from the informal network of information and understandings which they acquire from being there.

Mintzberg (1990:80) also suggests that the formal authority which managers possess over their units or sub-units within their organization provides them with an element of status. The combination of formal authority and status fashions particular kinds of social relationships, and within them managers play different roles at different times. Through their actions in playing out these roles they acquire information which enables them to take decisions on behalf of the unit. Mintzberg (1990:85) analyses ten roles, which he groups under three headings as follows:

Interpersonal roles

Figurehead

Leader

Liaison

Informational roles

Monitor

Disseminator

Spokesperson

Decision roles

Entrepreneur

Disturbance handler
Resource allocator
Negotiator

The figurehead and leader roles are closely interrelated. "Figurehead" is essentially a positional role. It incorporates key ceremonial and formal tasks, which must be carried out by significant members of the organization for presentational, or public relations purposes. The leadership role exerts both direct and indirect influence on the work of others. It involves, among other things, motivating others and reconciling individual and organizational desires and expectations. The liaison role is also important, involving the contacts managers make with colleagues outside their unit, and Mintzberg (1990:91) claims that research shows that managers spend more of their time working with others outside their unit than they do with their colleagues inside it. (They spend least time of all working with their superiors). Through liaison they develop the informal network of contacts through which they gather the crucial 'soft' information which keeps them one step ahead of the opposition. By opposition, we do not only mean outside competition for markets: we may face opposition from within our organization, for example, in our quest for resources.

In Mintzberg's view, this information places managers at the centre of their organizational units, typically more knowledgeable than their subordinates even if not omniscient. They are both spokespersons for their unit into the wider organization and disseminators of information into their units.

The interpersonal and informational roles are major sources of the means to carry out the four decisional roles Mintzberg identified. As entrepreneurs, managers act to initiate change and generate additional activities and resources, while as disturbance handlers they respond to problems which arise in their units, such as the sudden illness of a key member. The resource allocator role covers the distribution of tasks

and responsibilities as well as money and materials, and is an absolutely crucial role. The last decisional role is that of negotiator, which covers anything from smoothing over minor disagreements between colleagues to negotiating new contracts of employment or with potential suppliers.

The capacity to act appropriately in a particular setting has been analyzed in a number of ways, for example as skills, competencies and capabilities. In a sense these three concepts are nested within each other. Skills may be seen as highly specific technical activities, which can be defined in detail and learned, through drill and practice. Because such detailed specification is possible, we can also define different levels of skill relatively easily.

2.8 APPROACHES TO COMPETENCE

Kydd et al (1997:115) citing Ouston argues that within the competence movement there has been considerable debate about the balance to be sought between skills, qualities, 'personal effectiveness', knowledge and understanding. The 'fundamentalist' wing focuses entirely on skills and performance, arguing that personal effectiveness, and knowledge and understanding, are evident in performance, and do not have to be considered separately. But eventually the fundamentalists acknowledge the problem of assessing the performance of senior managers because the complexity of these roles makes an entirely skills-based approach impractical even though it might be theoretically possible.

The 'liberal' wing argues that qualities are more important in senior management roles, e.g., creativity, problem-solving skills, good judgement and it is these that are the key to managing schools.

Earley (1992:94) sets out very clearly the contribution that the management competence approach might make to the development of education managers but also express some reservations:

Competence is a necessary but not sufficient criterion condition for good management. Everyone could imagine an individual fulfilling competences as described in a particular area and yet failing to be perceived as a good manager. It is the very bits that are explicitly not assessed in this approach, i.e., the personal qualities that so often attain or hinder the achievement of the 'Key Purpose' (Earley 1992:95).

Effective leaders have to empower their colleagues to contribute to the management of the whole institution and ensure that someone undertakes all the management tasks. They do not have to do everything themselves. The management team as a whole has to have the required competences (Belbin, 1981:124) rather than each individual.

2.9 THE ROLE OF KNOWLEDGE AND UNDERSTANDING

None of the 'schools' of competence deny the importance of knowledge and understanding in managing organizations but it receives less emphasis than skills and qualities. For example:

"Competent managerial standards are supported by a body of knowledge and understanding of facts, figures, theories, methods, procedures, possibilities, opportunities and threats. Without this knowledge and understanding effective action is not possible".
(Management Charter Initiative 1990:1)

The researcher thus concludes that effective schools are well-managed schools and well-managed schools have competent managers.

2.10 CONCLUSION

Much emphasis has been placed on educational management and leadership competencies resulting in effective and efficient schools. Thus, the literature review in this chapter, provides a springboard from

which leaders in the school context, through training and experience, can move into a highly functional leadership role, and focus on the many essential areas of knowledge, understanding, and competencies involved not only in leadership but also in administration.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The researcher exposed the fact that some personnel in senior management do not possess the necessary leadership competencies expected of their positions. A survey was conducted to establish the following:

- determine the degree to which educators perceived their senior management teams' competency skills.
- establish the extent to which senior management had been inducted into their promotion posts.
- recommendations that senior management may use in improving their leadership skills and offering guidance and support to their staff.

This chapter deals with the research methodology adopted and collection of relevant data.

3.2 SELECTING SUITABLE RESEARCH METHODS FOR THE INVESTIGATION

The method used included the researcher's observations, a literature survey and questionnaires. The literature survey formed the basis for theoretical knowledge and evaluation. The questionnaire was selected as a means of collecting information from senior management and educators because the researcher believed that both required time to respond at their leisure. Senior management and educators were allowed one day to respond to the questionnaire.

The questionnaire (Annexure A) comprised twenty questions. Questions ranged from management personnel's leadership competencies, their support and guidance to educators and their work, their management of discipline, stress and time. All of the questions were to a degree measuring the educators' views and perceptions of the leadership competencies amongst the principal, deputy principal and heads of departments at their own schools.

Two strategies were adopted in the present investigation. In the first phase, a literature review of books, journals and research studies were undertaken. The readings provided a theoretical background of leadership competencies among senior management personnel as well as drawing up a plan of action to overcome problems encountered in the management arena. The literature survey also assisted the researcher to obtain a framework on which to base this study.

The quantitative method of research was adopted in the second phase. Based on the assumption that there was a serious lack of leadership competencies among senior management teams at schools and there was a need to address this problem, a questionnaire was drawn (Annexure A) to obtain responses from both senior management teams and educators, and to compare the responses of both groups to the same questions.

3.3 RESEARCH ACCESS

Six schools were identified that fell within the Phoenix and City of Durban districts for Education in Kwa-Zulu Natal. Each of the secondary and primary schools represented schools that fell under the former "Indian", "White" and "Black" schools in the Phoenix and City of Durban districts. Written permission was sought and granted from the Department of Education to administer the questionnaire in the six schools (Annexures B and C).

All of the questions were to a degree measuring the educators' and senior managements views and perceptions to the leadership competencies amongst the principal, deputy principal and heads of department at their own schools.

Participants were assured of anonymity and confidentiality and were also assured that the researcher was conducting the research in her personal capacity and did not represent the Department of Education.

3.3.1 Target Population

The population for this study consisted of all schools in Kwa-Zulu Natal (KZN) with senior management promotion posts. The North Durban Region in particular, the Phoenix and City of Durban schools were chosen as the focus because (a) the researcher had been teaching in this region for 12 years which made accessibility to the schools easier; and (b) this was the largest of the eight regions.

3.3.2 Sampling

In this study it was assumed that since ex-Indian, ex-African, ex-Coloured and ex-White schools had different political origins and different educational administrative levels under apartheid, today they are ever more likely to experience different kinds of problems with respect to the appointment of senior management personnel.

The sample of six schools chosen was done randomly but the researcher was mindful to include at least one of each of the previously African, Indian, Coloured and White schools.

The researcher telephonically contacted the principals of each of the six schools and briefly explained the purpose of the study. Permission was obtained to use the school in the sample. Five questionnaires were then delivered and handed over to each principal who took the responsibility

of selecting the respondents in each of their schools. Each questionnaire had its own self-addressed, ready to seal envelope, ensuring anonymity in each case.

The questionnaire contained a covering letter which outlined the topic, the reason for choice of the topic, the usefulness of the study, anonymity, confidentiality as well as instructions on how the questionnaire had to be filled in. A day later, each principal was contacted to make appropriate arrangements to collect all the questionnaires. One school principal was reluctant for the educators at that school to complete the questionnaire. This seemed to indicate some form of fear and insecurity as to the educator's views and perceptions regarding his/her management capabilities.

3.3.3 Survey questionnaire

A Likert type of Scale as indicated below, was used in drawing up the questionnaire.

Statement	(1) Strongly Agree	(2) Undecided	(3) Disagree
-----	-----	-----	-----
Principals consult with all staff members before taking decisions on matters that affect the school.			

The most commonly experienced problems experienced by educators, subject advisors, superintendents of education and in some cases senior management personnel themselves regarding management and leadership qualities at schools, were listed in the form of questions one

below the other. These problems were gleaned from conversations with each of the above people. According to Best and Kahn (cited in Gounden, 2000:53) 'the correctness of the statements are not important as long as they express opinions held by a substantial number of people.' The statements were balanced with positive and negative ones. The Likert Scale was used to measure the extent to which the respondents agreed or disagreed with a particular statement.

The researcher was mindful of keeping the data in strict confidence, ensuring that the identity of the respondents was protected at all times. It was evident that when practicing this form of ethics, respondents were more objective and honest to the statements.

Only twenty five questionnaires were answered and returned. Ten responses were received from Senior Management and fifteen from educators. Respondents answered the questions based on the Likert Scale.

The researcher was confident that this type of scale was good in eliciting honest responses since it was quick and easy to respond to, capturing the perceptions, views, opinions and attitudes of respondents.

The questions revolved around principals' decision-making skills, the motivation and guidance they offer to other senior personnel and educators, their interpersonal skills, their ability to manage under pressure, their relationship with all stakeholders, including parents and the community and their ability to inspire commitment from educators which in turn leads to the school's improvement and success.

Other questions assessed the heads of departments' ability to motivate their subordinates to produce better results, their interpersonal skills with other members of staff, their ability to resolve problems or misunderstandings among staff members and their job-know to support staff.

3.4 CONCLUSION

Senior managers must realize that they are equal partners in shaping education. Theirs and the contribution of educators to the study would be useful to themselves and the efficient and effective running of the school.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

Once the methodological course was plotted, it was important to collect the questionnaire, collate the responses into a tabular form, analyze the data and to determine the weaknesses and strengths in management competencies amongst principals, deputy principals and heads of departments. This chapter reveals the analysis of the views, opinions and experiences of principals, deputy principals, heads of departments and educators in determining the degree of leadership competencies amongst senior management personnel in each of their schools.

4.2 DATA ANALYSIS

The questionnaires were administered to 12 principals, deputy principals and heads of departments and 18 educators at six schools in total (2 senior management personnel and 3 educators per school drawn from three previously racially divided Departments of Education). The reason for not including the ex-House of Representative Coloured schools is because none were in close proximity or easily accessible to the researcher's home or place of employment.

All responses were collected and tabulated. For easy reference the raw scores were converted to percentages.

4.3 ANALYSIS OF RESULTS

Each questionnaire was analysed. The findings of the research were tabulated and are found in paragraph 4.4 (Table 4.1).

4.4 **TABLE 4.1**
RESPONSES TO ANNEXURE A – IN RAW SCORES AND PERCENTAGES

Quest No..	(1) Agree	(2) (Undecided)	(3) Disagree
1	15 (20%)	0	20 (80%)
2	14 (56%)	3 (12%)	8 (32%)
3	14 (56%)	2 (8%)	9 (36%)
4	10 (40%)	4 (16%)	11 (44%)
5	13 (52%)	3 (12%)	9 (36%)
6	25 (100%)	0	0
7	15 (60%)	0	10 (40%)
8	15 (60%)	4 (16%)	6 (24%)
9	10 (40%)	1 (4%)	14 (56%)
10	15 (60%)	0	10 (40%)
11	3 (12%)	0	22 (88%)
12	12 (48%)	0	13 (52%)
13	14 (56%)	4 (16%)	7 (28%)
14	12 (48%)	0	13 (52%)
15	22 (88%)	0	3 (12%)
16	9 (36%)	0	16 (64%)
17	15 (60%)	0	10 (40%)
18	12 (48%)	2 (8%)	11 (44%)
19	14 (56%)	0	11 (44%)
20	15 (60%)	3 (12%)	7 (28%)

4.5 **ANALYSIS OF ANNEXURE A**

After receiving the responses, the opinions of each respondent were analysed, firstly the senior management personnel separately and then the opinions and views of educators, for each question. The responses were then collectively tabulated.

It was found that senior management's responses to each question were very similar to the responses of educators.

With respect to Question Six, which assesses respondents' views on leadership courses for empowerment to better manage school matters, all respondents (100%), supported the need for all senior management personnel to empower themselves.

With regard to Questions seven, eight, seventeen and twenty it was found that 60% of respondents stated that senior management is able to adequately deal with interpersonal problems and are able to offer guidance and support in academic and personal matters.

It was not surprising to note in response to Question 22, 88% of students indicated that senior management lack past management and leadership experience and have only been appointed to their positions based on their long service records or through nepotism.

It is pleasing to note that 88% of the respondents disagreed with question one in that the Principal alone did not make all the decisions in the school and question eleven (88%) in which it is reflected that the Principal and senior management do not quarrel openly at meetings. This implies that senior management has a good relationship amongst themselves and this helps to maintain good discipline.

It was surprising to find that 64% of the respondents did not agree with Question 16 which dealt with the lack of school discipline as it relates to educator/learner respect. However, it is significant to note that 36% agreed that their schools lacked control of discipline. It is therefore concluded that strong leadership with regard to discipline at some schools is lacking and senior management should be trained to inspire educator commitment. It is clear from Question Seventeen in which 60% of respondents agreed that academic results would improve if

senior management regularly monitored educators' performance.

Undecided responses to Questions two, three, four, five, eight, nine, thirteen, eighteen and twenty may indicate that respondents were unsure whether senior management were effective and sensitive enough to their needs and although 52% agreed that senior management motivated the staff (Question five), yet 36% disagreed. This perhaps means that educators believe that the level of motivation is not 100%, as it should be at all schools. Motivation would help educators not to become demoralized with respect to their commitment and self-esteem.

Undecided responses also indicate that respondents are not prepared to commit themselves or are ignorant of issues regarding senior management's leadership qualities and their ability to resolve issues and take decisions pertaining to important matters.

4.6 THE RESEARCH FINDINGS

The patterns that emerged from the negative responses of senior management regarding their leadership qualities, commitment and interpersonal skills reflect their denial to any inadequacies in the above-mentioned areas. Educators on the other hand agreed that attention should be paid to the same areas.

Other patterns that emerged from the negative responses of educators are:

- the education system is fragmented and does not have a formalized induction programme for newly promoted senior management in place;

- Senior management do not motivate educators regularly, thus leading to a decline in self-esteem and commitment amongst educators.
- Many senior management personnel do not deserve to hold the positions they are in, by virtue of the fact that they do not command enough authority.

Some of the problems are a direct result of senior management being inadequately equipped to assist educators by virtue of the fact that they lack leadership qualities. The leadership of these institutions should support educators in several ways. This could be achieved by senior management enhancing educators' self-esteem, facilitating professional development programmes so that educators would indeed develop a sense of commitment to their jobs, stimulate enthusiasm among staff members, assisting in attaining goals of the institution by scheduling, co-ordinating, planning and providing of necessary resources (Simjee, cited by Hoy and Miskel, 1982: 224-225).

Effective and efficient schools are possible, if there is commitment from senior management. The researcher is concerned, however, that educators lack self-esteem and it appears that this is compounded by the fact that senior management lack a degree of control. This is probably due to the fact that they have not been adequately trained before taking up their promotion posts. Key characteristics of effective managers according to Kouzes and Posner (1987) are integrity ("is truthful", "is trustworthy", "has character", "has convictions") and competence ("is inspiring", "is decisive", "provides direction") (Simjee 1988:52). Although senior managers may possess some or all of the above characteristics, some contend that the function of raising educators' self-esteem and worth is beyond their control.

Several problems experienced in education in South Africa were observed. In many schools the pass rates are below 50%, educators are involved in sexual abuse, drugs and alcoholism, principals lack control in managing their schools and schools experience learner behavioural problems.

There are a multitude of reasons for this. Firstly, the Department of Education formulates policies relating to educator-learner ratios. This in itself leads to problems in that specialist educators, for example, guidance counsellors who do not fall under the band of "educators" are declared excess, thereby leaving the school without psychological support. The principal could use the assistance of counsellors who would deal with learners who have socio-economic problems, etc. This would bring down the vandalism and crime-rates thus enhancing school discipline and work. If a principal, supported by unions, SACE and the Department of Education is able to take complete control over his/her school, asserting his/her authority, educators would not sexually abuse nor turn to drugs or alcoholism.

It was surprising to find that although all respondents did not come from the same backgrounds, the responses to the issues of senior management empowerment and induction training and the matter of motivating personnel seemed to be a common concern amongst all.

Despite the different infrastructures, person power and physical resources amongst personnel of schools previously run by the various ex-departments, House of Assembly, Department of Education and Training and House of Delegates, responses were similar with regard to all the statements. This emphasized the fact that all the ex-departments did not adequately prepare or equip promoted personnel to their respective ranks.

Another serious problem is attributed to the Voluntary Severance Packages offered to educators. This came about due to the

amalgamation of all ex-departments of education in 1994. This VSP saw many dedicated and committed educators and senior personnel, who fulfilled the requirements and conditions to accept the package, leave the profession. In 1997, education saw a "brain-drain" and to fill the void created by these personnel, the Department of Education embarked on a new methodology of appointing personnel to schools. The Department left the control of appointments to the School Governing Bodies (SGB). This system had and is still fraught with flaws, since SGB's sometimes have members who are not educated enough to make appropriate selections to the promotion posts or are biased towards certain candidates, hence the nepotism in some cases.

Another problem cited by Simjee (1998:68), "Schools make little or no investment in staff development. This is especially true in the case of senior management. Staff members are not encouraged to improve themselves. They are not given incentives, financial support or school time to improve their abilities. School management remains in the main, authoritarian, disorganized and lacking in management techniques".

In general, the survey demonstrated that senior management acknowledged that they are sometimes inept with regard to leadership abilities and there was a strong need to address this issue by way of in-service training and induction programmes for newly promoted personnel.

4.7 CONCLUSION

The present study therefore concluded that schools should be run more effectively and efficiently and senior management should strive to achieve educational objectives. Senior management has to be committed to fulfilling a powerful vision and purpose for the school. It is demanded of leadership to support and motivate educators to provide levels of competence.

The research suggested that some senior management personnel do not have the skills or the expertise to adequately manage or control educators' low morale nor improve their self-esteem. Senior management's task thus involves developing their own skills and expertise which in turn means that administering and managing the school demands the best leadership skills senior management can muster. Because schools are a service agency dealing with human beings, the principal must establish a human environment in the school so each individual has a sense of self-worth.

In general, the survey demonstrated that senior management acknowledges the lack of training and shortage of skills in educational management and that there was a strong need to address this through management training programmes.

The next chapter deals with recommendations and measures that senior management could engage in, to improve their skills in educational management.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

While a model of leadership development will be proposed as a strategic guideline for implementation, this research is intended simply as a catalyst toward significant training (that makes a difference) and not the alpha and omega of leadership.

The researcher believes that the present system of promotion selection by SGBs and the absence of follow-up induction programmes must be reviewed. The Department of Education should embark on induction programmes for newly promoted positions for senior management personnel and the appointment of principals should revert back under the control of the Department of Education.

Senior management personnel should empower themselves and then be able to cascade their skills to their staff at schools. They should encourage professional development, thus empowering staff and allowing them to be skilled enough to exercise this expertise in their own applications for promotion posts. This will also allow their self-esteem to improve, thus making them more dedicated and committed than they are at present. Therefore it is imperative that senior management conscientiously involve themselves in rebuilding and improving the skills and expertise amongst themselves and staff at their schools.

5.2 RECOMMENDATIONS

It is recommended that in-service training and induction programmes be introduced to improve the skills of senior management who would then have the expertise to adequately manage educational matters and staff at all public schools.

Attention should be focused on an analysis of the abilities required by managers in order to be effective. The researcher clearly regards management development as a key element for ensuring improvement in the quality of education to meet the needs of the economy.

Three elements that constitute capability for senior management have been identified in the present study:

- Knowledge – relevant information relating to the school's context, functions and processes which the manager needs to possess or have ready access to.
- Skills – techniques that can be acquired through training and that can be improved through practice.
- Higher order capacities – generic cognitive abilities which determine appropriate action.

The proposition that emerges from the investigation is that while knowledge and skills are prerequisite tools in the process of managing a given situation, the higher order capacities, which are the vital elements in the process of using knowledge and skills in effective action, are equally important.

The researcher further enunciates the main areas of knowledge required by senior managers in schools: professional knowledge of educational principles and practices, knowledge of theories and models of management, and knowledge of the social, political and legal contexts. Equally, the discrete skills required by managers are emphasized: persuading, bargaining, explaining, listening, reporting, informing, counseling, appraising, chairing, interviewing and team building are typical of a list which keeps being added to. Skills should be enumerated in key areas such as the curriculum, organization and resource management, and development programmes are predicted on the assumption that these can be effectively managed through the acquisition of skills that are teachable, learnable and transferable.

The following key higher order capacities, viz., reading the situation, balanced judgement, intuition and political acumen have been identified in the present study.

Reading the situation

The overriding capacity is presented in a variety of ways: "picking up the vibes around them"; "keeping antennae out"; "being aware of alternatives, opportunities and options"; "weighing up all factors in the situation"; "being alert and receptive to what is going on".

It also applies to a wide range of decision-making circumstances: long-term strategic planning, handling crisis situations and recurring, daily occurrences. It also includes continuous response and deliberate action to influence evolving circumstances.

Balanced judgement

The ability to exercise balanced judgement is also critical. The researcher sees this as related to problem-solving in that, once a situation has arisen or a problem has been recognized, analysis follows and key factors are identified and evaluated in the process of choosing a course of action. Examining and weighing the advantages and disadvantages of factors in often ambiguous and conflicting circumstances are as important as the testing of decisions against the priorities and values of the school.

Intuition

The researcher sees intuition as serving judgement, following a long debate about the relationships between experience, creative thinking, judgement and intuition. De Bono (1982) and Mintzberg (1987) suggest that the basis of intuition lies in the ability spontaneously to tap the mind's compressed store of experience, knowledge and understanding. Further, it is recommended that management development programmes should focus on managerial capability and need to be clearly targeted in their intentions. Well-established procedures for the acquisition of

management skills exist through approaches like workshops, social skills training programmes, acquiring specific and appropriate knowledge and receiving training in management skills.

The value of sharing and utilizing the breadth of experience and expertise through peer group interaction is also emphasized in this study. Made (1999:62) emphasizes that principals lack formal management training. This resulted in their inability to visualize where their schools were going.

The need for principals to have a clear vision of what they want their schools to be like is evident from this study. Principals should form a picture of what their schools should look like and this vision should be the driving force towards excellence. This vision should be communicated to all stakeholders such as educators, parents, learners and the community. It should be sold to these stakeholders so that they can adopt and embrace it. This can be done through staff meetings and other community activities.

5.3 BUILDING SOUTH AFRICAN SCHOOLS

It is essential, in building South African organizations and institutions, that we develop appropriate leadership and management technologies. The uniqueness of the South African conditions in terms of diversity and dynamic complexity requires that one looks beyond the quick fix or the latest trend. One needs to look into the philosophy and values that will underpin future organizations capable of sustainable competitive advantage.

Leadership development is one of the areas that may be used to achieve this advantage. Our philosophy and values provide a basis for the knowledge of how to make organizations function effectively and for the skills required to lead and manage such organizations.

5.4 ASPIRATIONS vs EXPECTATIONS

Effective leadership is not about position power in the organizational hierarchy but about personal power that enables us to create our own future as well as our own quality of life. It is about being responsible to yourself and to others. It is about service and stewardship which engender commitment, rather than egocentric behaviour that can at best enforce compliance.

Leadership is about creating realistic expectations (what you owe me) and balancing these with aspirations (what I/we can strive to create) – and then creating a context where aspirations can be realized. Leadership that does the right thing at the right time and enables ordinary people to accomplish extraordinary things can no longer be the preserve of the 'man at the top'. The challenge of leadership faces every person in every role in every society. An organization's ability to survive is directly dependent on the growing of leaders and this in turn is dependent on meeting the cry of the human heart – of putting the humanity back into organizations. An organization's ability, skill and commitment to enable, empower and liberate human resources will be its only source of competitive advantage in the future. In this respect, it is a race – the Human Race.

It is interesting to note that many of the critical competencies of leadership are similar worldwide, and common to the political, business, sporting, social, spiritual and educational contexts. The key ingredients to any leadership activity are attitudes and behaviour that empower people to go the extra mile and to create an environment where people are willing, able and allowed to perform to their potential.

As previously mentioned, leadership is a skill that anyone in a position of responsibility needs to cultivate. The need to capture people's attention by providing a vision (or goal) to work towards; the ability to communicate this in a meaningful (motivational) way; the need to

develop trust; and the ability to manage yourself before you try to manage others, thus bringing about the empowerment of people who choose to be productive, efficient, and cost-effective. There is, however, bad news too. The development of leadership competence is no quick fix. The vast majority of formal and informal management development activities worldwide have failed.

There is another problem that inhibits the success of leadership development. Most learning takes place on the job, because the reward and sanction for behaviour rests with the immediate boss. Consequently, if the organization does not encourage a learning environment and managers do not take their fundamental responsibility to empower people seriously, then any development is fruitless. People will simply be empowered to leave the organization and be drawn to organizations that do foster personal growth.

Training is only one part of a strategic effort to get the right people in the right place at the right time. Human resource development is dependent on the alignment of the business plan, selection criteria, evaluation, reward system and organizational development/culture efforts, and on how all these complement one another. Unless training is part of the total organizational change process, then it becomes no more than a 'band-aid' covering deeper problems.

5.5 SELECTION: PREDICTING EFFECTIVE PERFORMANCE

The selection of candidates for promotion purposes should be carefully pre-planned. From a management perspective, the SGB should be able to determine that job selection should be about evidence tied to occupational performance, past and expected, personality, display, leadership and management skills.

The researcher begs the questions: How does education generally measure up in practice to a rational view of the nature of selection and

the principles that arise from it? What in any case is a rational view of selection? Selection is, or should be, an act of production and not a blind gamble. That is, it should have the intention of predicting as accurately as possible that a person can perform a certain job.

Rational selection procedures are clearly linked to job performance, which is achieved by carrying out four key steps. These are:

- a. The job to be filled is clearly defined and understood by the selectors, i.e., there is a good and clear job description.
- b. The competencies to perform the job successfully are explicit, i.e., the job criteria or person specification have been prepared and are known by the selectors.
- c. There is a planned provision for the assessment of all the required competencies, i.e., the technical assessment stages have been clearly conceived and scheduled.
- d. There is a clear policy on how the final decision is to be arrived at and the final stage procedure ensures that all of the evidence of earlier stages is accumulated and considered before making a judgement.

5.6 PRINCIPALS OF THE FUTURE

5.6.1 The principals of the future must be well versed in the behavioural sciences, including psychology, sociology, history, government and international relations. This training will enable them to understand the complexities brought about by increasing world population and instant communication with people all over the world.

5.6.2 The principals of the future should be trained to understand the value of such educational technology as the computer and other electronic aids. They should be able to advise educators on using these aids to provide a systems approach (considering the total school effect in making decisions) to their local school building. The use of the computer to simulate situations will be in common use for the principals of the future.

Therefore, they must know the makeup of a good computer system design to use the educational technology in their school building.

- 5.6.3 Financial resources, buildings, materials, and spaces will continue to be scarce commodities for the principals of the future as the desire and time for education continue to expand. They should continue to be educated in the most efficient and desirable use of these scarce commodities.
- 5.6.4 Principals should be responsible for expanding the curriculum available to their students in meeting the demand for longer years of education for all citizens. Thus, the principals of the future will have increasing skill in designing, implementing and evaluating many types of curricula.
- 5.6.5 Tomorrow's principals will have wide demands placed on them. To cope with these demands and understand the wide variety of feelings and cultures of their public, successful principals must have a liberal education as well as a broad interest in a variety of activities.
- 5.6.6 Their intensified role as a co-ordinator of their increasingly diverse school population will make it necessary for principals to be well trained in communication skills. Speaking and writing multicultural languages and listening will become continually more important as criteria for the professional education of principals.
- 5.6.7 Principals will continue to face legal action in the courts by students, parents and educators. They therefore should have a well-rounded legal background.
- 5.6.8 Principals should become adept at helping educators become better educators; the emphasis should move away from evaluation toward supervision. However, if merit pay becomes a common procedure, principals may be forced to evaluate more than before to determine the merit educators.

5.7 CONTRACTS FOR PRINCIPALS OF THE FUTURE

In addition to the above considerations for principals of the future, clearly articulated job descriptions such as the one suggested by Wood et al. (1987:213) in Annexure D, outlined in a contract when principals are promoted, will keep them committed and dedicated to their role expectations. The contract will also include conditions of probation, salary, responsibilities, termination by mutual consent, contract renewal, contract termination, deductions, and fringe benefits. This contract, duly signed when the promotion is announced and accepted by the principal, will keep the principal focused in direction, leading to effective schools being developed.

5.8 CONCLUSION

Many factors, as outlined previously, contribute to ineffective and inefficient schools. Senior management is obliged to attend to these problems by way of in-service training and professional development workshops in order to improve their skills and knowledge-base in their relevant positions. Being fully aware of their job descriptions and the needs and aspirations of their staff will assist in them becoming effective and efficient leaders/managers. However, they cannot be solely accountable, the responsibility in building an institution of quality needs to be shared amongst all staff, learners, the parent-body, the Department of Education, educator unions and senior management themselves.

If the principalship is to survive as a viable, dynamic position in education, further research must be conducted on how best to prepare and continually update the training of the secondary school leader. Many principals in leadership positions will need to reassess their skills in light of the challenge they are currently facing and will continue to face in the future.

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ANNEXURE A

QUESTIONNAIRE

I am currently a student at the University of Durban-Westville reading for an MBA (Education Management and Leadership) degree. I will appreciate it if you could please answer the questions on the attached pages. The information collected and provided will be treated with the utmost confidentiality and will only be used for study purposes. The names of schools and respondents will not be declared in the study.

Should you have any enquiries regarding the content of the study, please feel free to contact me on 083 786 3124.

1. SCHOOL PROFILE (✓)

TYPE OF SCHOOL	
PRIMARY	
SECONDARY	

2.

NUMBER OF EDUCATORS IN 2002

3.

NUMBER OF LEARNERS IN 2002

4.

FORMER SCHOOL	
INDIAN	
COLOURED	
WHITE	
AFRICAN	

5.

LOCATION	
RURAL	
URBAN	

**RESPONDENTS : SENIOR MANAGEMENT PERSONNEL AND EDUCATORS
(PRINCIPALS, DEPUTY PRINCIPALS, HOD's)**

The following questions are concerned with establishing the degree of leadership competencies amongst Senior Management personnel at your school.
Please respond by ticking (✓) in the appropriate column.

		Agree	Undecided	Disagree
1.	The Principal alone takes decisions in my school.			
2.	Many HOD's in my school are effective leaders.			
3.	School Management is sensitive to the needs of educators in my school.			
4.	The Principal doesn't have job know-how to support the staff.			
5.	Senior Management in my school always motivates educators.			
6.	The Senior Management must attend leadership courses for empowerment to manage the school matters.			
7.	Senior staff are able to deal with interpersonal skills effectively.			
8.	When there are misunderstandings among staff, the management of the school is able to resolve the issue fairly without bias.			
9.	If an educator has a problem with the curriculum, the HOD in the relevant department helps out by providing possible solutions.			
10.	Some Senior Management members do not have the leadership skills to guide educators who experience problems			
11.	Senior Management (HOD, DP and/or Principal) sometimes quarrel openly at meetings.			
12.	This school is regarded as effective by community members because of good leadership provided by the principal.			

		Agree	Undecided	Disagree
13.	The Principal has leadership qualities which helps the school's improvement and success.			
14.	The Head of Department is not controlling nor leading the department very well.			
15.	Most Senior Management have been appointed to their position only on the basis of their past expertise as classroom teachers without having any management or leadership skills.			
16.	Our school environment lacks discipline and educator-learner respect which lead to ineffective learning, thereby reflecting poor management and leadership skills.			
17.	Regular monitoring of educator's performance by senior management leads to an improvement in academic results.			
18.	Senior Management are trained to inspire commitment from educators.			
19.	Some HOD's have no or little knowledge of some subjects in their departments and cannot fully provide support.			
20.	HOD's always support each other and help the Principal to ensure all educators carry out decisions.			

I humbly thank you for the time you've taken to respond to this questionnaire.

LOSHNI PILLAY

ANNEXURE B

Westville
3630

30 October 2002

FOR ATTENTION: Dr D.W.M. Edley
CES: Examinations

Dear Sir

PERMISSION TO CARRY OUT MBA (EDUCATIONAL MANAGEMENT & LEADERSHIP) RESEARCH PROJECT

I am currently an MBA (EML) student at the University of Durban-Westville.

I hereby seek permission to carry out research in 10 schools (5 secondary and 5 primary schools) in the Phoenix, Verulam and Tongaat areas as part of my MBA (EML) requirements to fulfill and qualify for a masters degree.

My research proposal topic is:
Exploring Effective Leadership Competencies among Senior Management Teams.

The questionnaire is a Likert Scale made up of 15 questions for Senior Management Personnel and 15 questions for educators. The responses should not take more than 15-20 minutes to complete.

The names of schools and respondents will remain confidential, and only the data extracted from the questionnaires will be used for analysis.

I thank you for your understanding of my request and anticipate a response soon.

Yours faithfully

K. Pillay

Tel: 5023477 / 5392162 (W)
Fax: 5023466

ANNEXURE C



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDETWYS EN KULTUUR

NORTH DURBAN REGION		ISIFUNDAZWE SENYAKATHO NETHEKU		NOORD DURBAN STREEK	
Address:	Truro House	Private Bag:	Private Bag X54323	Telephone:	(031) 380-8285
Cell:	17 Victoria Embankment	Isikhawama Seposi:	Durban	Udngq:	(Exams Help Desk)
Address:	Esplanade	Private Bag:	4000	Telefoon:	
				Fax:	(031) 332-1128
Inquiries:	Dr D W M Edley	Reference:	2/12/23	Date:	31 October 2002
Phone:	380 8247	Inkamba:		Umlaw:	
Fax:	0825740332	Verwysing:		Datum:	
	DavidE@kznedu.kznll.gov.za				

rs K Pillay

ear Mrs Pillay,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

Your letter dated 30 October 2002, received in my office today, refers.

You are hereby granted permission to conduct research along the lines of your proposal, subject to the following conditions:

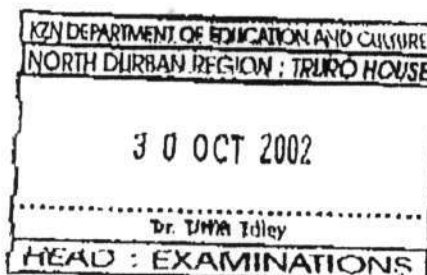
- No school/person may be forced to participate in your study;
- Access to the schools you wish to utilise is negotiated with the principals concerned by yourself;
- The normal teaching and learning programme of the schools is not to be disrupted;
- The confidentiality of the participants is respected; and
- A copy of the findings should be lodged with the Regional Senior Manager on completion of the studies.
- You accept that as a serving educator in the employ of the KZNDEC, you may not utilise official time to conduct research.

This letter may be used to gain access to schools.

May I take this opportunity to wish you every success in your research.

urs faithfully,

D W M Edley
gional Co-ordinator: Research
Regional Senior Manager



ANNEXURE D

JOB DESCRIPTION : SCHOOL PRINCIPAL

The school principal is expected to strive constantly to achieve and maintain the best possible educational program and environment for student learning within the school to which he/she is assigned.

A. Policy Development and Decision Making

- To attend meetings as scheduled by the superintendents of education.
- To serve on district committees to study policy questions, recommend policy revision, and to formulate and recommend new policies.
- To advise national education office administrators of the strengths and weaknesses of present policies and the need for additional ones.
- To involve educators and learners in the development of building policies.
- To communicate and interpret policies to educators, parents and learners.

B. Personnel Administration

Professional Personnel

- To advise the office of personnel of staff needs.
- To participate in the recruitment, employment, assignment, promotion and dismissal of educators.
- To participate in the recruitment, employment, assignment, promotion and dismissal of co-curricular faculty.
- To orient new educators.
- To schedule and conduct staff meetings.
- To recommend the appointment of assistant principal(s) and define their responsibilities.

- To maintain morale of the staff within the limits of authority.
- To arbitrate disputes between staff members.
- To acquaint the staff with their duties and responsibilities.
- To organize and direct the work of advisory groups, council and committees as needed.

Student Personnel

- To organize and supervise registration, scheduling, programming, attendance, grade reports, guidance reports, and district, state and national reports.
- To provide for the health, safety, and welfare of the students at all times.
- To maintain student discipline in the building, on the school grounds, and at all school events.
- To supervise and direct a student orientation and registration programme for new students.
- To supervise the student health programme including the reporting of accidents.

Non-Instructional Staff

- To supervise the work of the office staff.
- To supervise the school health personnel.

C. Supervision of Instruction

- To supervise the procurement and distribution of instructional equipment and supplies.
- To participate in establishing an instructional equipment and supply budget for the building.
- To supervise the guidance and counseling services and the school testing programme.
- To co-ordinate and supervise student assemblies.
- To administer the extra-class activity programme.

- To work with other administrators and learning area co-ordinators in the horizontal and vertical articulation of the educational programme.
- To hold individual and group conferences and classroom visitations with teachers for the improvement of instruction and morale.
- To serve on district curriculum committees.
- To prepare an annual evaluation report for each employee who is supervised by the principal, as directed by the assistant superintendents and board of education policies.
- To help plan and direct the preschool and other workshops for teachers.
- To evaluate and make recommendations to the director of athletics concerning the athletic programme.

D. Plant and Office Management

- To inspect the building regularly and report need for care, maintenance, safety and security.
- To co-operate in carrying out building use permits.
- To prepare reports as requested by those to whom accountable.
- To maintain inventory of instructional equipment as established by district policy.
- To assign supervisors as required for functioning of the educational programme.
- To supervise the collection, handling and reporting of school money.
- To plan and recommend summer and vacation work projects for the improvement of the building and grounds.

E. School-Community Relations

- To supervise the development of school bulletins and handbooks.
- To participate in parent conferences as needed.

- To participate actively in the local parent/teacher/student organization, service clubs, and lay advisory and citizen groups.
- To encourage publicity of school activity according to district policy.
- To assist in district efforts to explain the strengths and needs of the schools.
- To facilitate community use of the school as established by district policy.
- To maintain liaison with community law and other enforcement and welfare agencies.

F. Special Assignments

- To perform such other duties or special assignments as may be delegated by the superintendents.

G. Professional Growth and Development

- To keep informed on current trends in education through the reading of journals and books.
- To attend educational meetings, seminars and workshops on the local, district, regional and national levels.
- To visit schools with innovative and exemplary programs at the local, regional and national levels.
- To continue professional development through attendance of workshops, conventions, and/or other professional inservice training.
- To maintain active and participating membership in professional societies.
- To prepare materials for publication.
- To redefine position content consistent with the evolving nature of relationships within the district.

H. Limits of Authority

- To operate within budget limits.

- To maintain a school consistent with state law and school district policy.
- To promulgate and enforce reasonable rules pertaining to the conduct of students and educators, providing such rules are not in conflict with written district policies.

I. Relationships with others

- Line relationship to the superintendent for instruction for all matters pertaining to curriculum.
- Line relationship to the assistant superintendent for administration for all matters pertaining to personnel.
- Liaison with the director of special education for all matters pertaining to special education.
- Daily work direction to the office staff.
- Line relationship to the assistant principals, librarians, counselors, educators and nurses.

CHARLES MCNAMARA
Principal